Learning Conversation Notes	
Name of Partner: Leesa Albrecht	Date: August 03,2006
Music and Movement	
Number of Children Served: 29	<b>Ages:</b> 0 yr (8), 1 yr (4), 2 yr (7),
	3 yr (6), 4 yr (1), 5 yr (3)
When Served: January – May 2006	Gender: Ethnicity:
	12-Male 18 - Caucasian
	13-Female 0 - African Amer.
	4-Unknown 4 - Hispanic/Latino
	(prenatal) 5- Multiracial
	2 – Unknown

Conversation Participants: Don Ferretti, Nancy Baggett, Seana Doherty, Barbara Guenther, Leesa Albrecht, Catherine Minicucci, Angela Tahti

#### Outcomes:

- All children and families will have access to a high quality music experience and the children participating will demonstrate age appropriate skills on a continuum of music education in the studio and at home (such as: using their voice to sing; demonstrate awareness of beat and tempo)
- 2. Parents will be able to facilitate music and movement activities in their own home. These parents will also become advocates of the program, encouraging other parents to invest in their children's early music education.

#### **Performance Measures:**

- Demographics broken down by age, gender, ethnicity, and when services were provided.
- Pre and post session surveys.
- Stories (anecdotal) related to outcomes.
- Digital photography and videography.
- Follow up phone calls to measure parent related sustainability outcomes.
- Student learning benchmarks of the Visual and Performing Arts Content Standards for California Public Schools Pre K-Grade Twelve and High / Scope Preschool Key Experiences.

## What is this data telling us about achievement of outcomes?

- Demographics
  - o Fairly equal number of males and females noted.
- Surveys
  - Parents fill out the surveys in the class and participate in the class with their children.

 Actual survey results are attached. The following comments were made regarding the survey questions as listed.

Question #1: Move or use body percussion to demonstrate awareness of beat and tempo:

- i. Helps parents to understand demonstration of beat and tempo.
- ii. Scores should increase over time.
- iii. The whole class reported in the data reflects the entire class.

Question #4: Create movements in response to music and participate freely in musical activities

iv. Not a great deal of change

Question #7: Make up their own songs

v. This is the skill that is not quite mastered for the group as a whole.

Question #8: Interacts with musical activities over two hours per week.

vi. Relates to outcome #2 and shows upward movement.

### Other survey questions (27 of 29):

Parents anecdotally responded that music had benefited their child/ren in the following areas (all responses are included in the attachment):

Social benefits – 8

Physical benefits – 12

Mental benefits – 7

Emotional benefits – 8

Musikgarten Activities (examples of parents facilitating music and movement in the home):

Listening and Singing – 11

Dance / Movement - 7

Instruments – 6

Additionally parents reported on the survey that they were able to: facilitate music and movement in the home independent of classroom.

#### Parent comments / stories

- Children have demonstrated to their parents the sounds and movements learned in class – Outcome #1
- Parents join their children in singing songs and learn when it is appropriate to do so to positively impact the child's development – Outcome #2
- Parents have encouraged other parents to attend Outcome #2
- Parents observe their infants responding to music Outcome #1

### Photos

o Photos showed parents and children engaging in musical activities.

### • Follow-up phone calls to measure parent related sustainability outcomes

- Calls were made to previous class participants (from class ending December 2005).
- 13 parents were successfully contacted and asked the following questions:
  - How frequently do you use music and movement with your child?
    - Never 1
    - Few − 2
    - Often 6
    - All the time 3
  - Have you recommended this program to other parents?
    - No − 1
    - Yes 12
  - How much would you be willing to pay for this 15 week program?
    - 8 Per class \$8.00 Per session \$120.00
    - 5 Per class \$5.00 Per session \$60.00

# In what ways will we apply what we have learned from our data?

#### Surveys

- Parents reported other benefits from the music program for their child/ren (i.e. socialization with children their own age).
- Through the survey, parents acknowledged the benefits in observing the joy of music and rhythm in their child.

#### Stories

 When parents learn the benefit of music and movement, they will encourage other parents to attend.

### Other points that were made during the conversation:

- There are plans to hold an infant session in the fall.
- In the current session, 7 parents paid \$90 per session and 4 parents paid \$50 per session.
- For future survey questions, Leesa will consider asking how parents learned about the music and movement class.
- Follow-up phone calls need to be more specific, such as 'Have you done any music and movement activities with your child since attending the class? If not, I hope my phone call serves as a reminder to sing with your child today'.
- If a parent responds on the follow-up phone call that they are engaging in music and movement activities, then ask, 'What do you do with your child?'

## **Next Steps:**

- Full implementation and use of new demographic tool.
- Add to the post session phone call how many parents were contacted, write up information from post session phone call to review in the learning conversation, and to post on the web site.
- Leesa and staff needs to be more intentional with parents imparting the First 5 message and their funding of this program for young children and their families and their desire to see the investment continue beyond the end of the program.
- Follow-up telephone survey question #1 will be changed.
- More photographs will be provided in the next learning conversation relating directly to the outcomes.
- Next learning conversation will be January 25, 2007, 1:00 4:30 PM.